DOCUMENT RESUME

ED 149 066 08 CE 014 302

TITLE Professional Teacher Education Module Series. Conduct Group Discussions, Panel Discussions, and Symposiums, Module C-2 of Cateogry C--Instructional Execution.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 77

NOTE 46p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

AVAILABLE FROM American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.50)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Classroom Techniques; *Discussion (Teaching Technique); Discussion Programs; Educational Strategies; Group Discussion; Individualized Curriculum; *Learning Activities; Learning Experience; Learning Modules; Performance Based Teacher Education; Post Secondary Education; Secondary Education; Symposia; Teacher Education Curriculum; *Teaching Methods; *Teaching Skills; Teaching Techniques; *Vocational Education

ABSTRACT

This second in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in planning for and conducting three classroom discussion techniques: group discussion, panel discussion, and symposium. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

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MODULE

C-2

Conduct Group Discussions, Panel Discussions, and Symposiums

MODULE C-2 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1977

ISBN: 0-914452-58-4

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM),** 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

OE 014-302

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Discussion techniques permit the versatile teacher to introduce issues, problems, and ideas into the vocational program that would be difficult to include in any other way. The interchange of ideas that forms the basis for discussion is useful in helping the teacher to achieve course objectives in the affective domain (the development of student awareness, interests, attitudes, and values). Since discussion topics should grow out of class study and activity, new relationships between vocational practice and social needs can be formed and explored. Though group discussion is admittedly not an efficient method for teaching a manipulative skill, it is indeed useful for achieving student skills in problem-solving, independent study, and preparation for leadership roles in the vocation. Some discussions are specifically intended to lead directly to definite group decisions and goals.

This module is designed to give you skill in planning for, and conducting effectively in your classroom, the three techniques of group discussion, panel discussion, and symposium.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, conduct a group discussion, panel discussion, and symposium. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 41–43 (*Learning Experience V*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for conducting a group discussion, panel discussion, and symposium (*Learning Experience I*).
2. Given a case study describing how a hypothetical teacher conducted a group discussion, critique the performance of that teacher (*Learning Experience II*).
3. Given a case study describing how a hypothetical teacher planned a panel discussion, critique the performance of that teacher (*Learning Experience III*).
4. Given a case study describing how a hypothetical teacher conducted a symposium, critique the performance of that teacher (*Learning Experience IV*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

Optional

- *A locally-produced videotape* of a teacher conducting a group discussion which you can view for the purpose of critiquing that teacher's performance.
- *Videotape equipment* for viewing a videotaped group discussion.
- *A group of persons (peers; members of a college class, a club, or an organization)* with whom you can participate in or lead a group discussion.
- *Videotape equipment* for taping, viewing, and evaluating or self-evaluating the performance of the leader of the group discussion.

Learning Experience III

Optional

- *A locally-produced videotape* of a teacher conducting a panel discussion which you can view for the purpose of critiquing that teacher's performance.
- *Videotape equipment* for viewing a videotaped panel discussion.
- *A group of persons (peers; members of a college class, a club, or an organization)* with whom you can participate in or lead a panel discussion.
- *Videotape equipment* for taping, viewing, and evaluating or self-evaluating the performance of the leader of the panel discussion.

Learning Experience IV

Optional

- *A locally-produced videotape* of a teacher conducting a symposium which you can view for the purpose of critiquing that teacher's performance.
- *Videotape equipment* for viewing a videotaped symposium.
- *A group of persons (peers; members of a college class, a club, or an organization)* with whom you can participate in or lead a panel discussion.
- *Videotape equipment* for taping, viewing, and evaluating or self-evaluating the performance of the leader of the symposium.

Learning Experience V

Required

- *An actual school situation* in which you can conduct a group discussion, panel discussion, and symposium.
- *A resource person* to assess your competency in conducting a group discussion, panel discussion, and symposium.

This module covers performance element numbers 81, 95, 96 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the techniques and procedures for conducting a group discussion, panel discussion, and symposium.

You will be reading the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14.

You will be demonstrating knowledge of the techniques and procedures for conducting a group discussion, panel discussion, and symposium by completing the Self-Check, pp. 15–18.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 19–20.

Activity

Good class discussions, though they may appear informal and spontaneous, are really the result of careful thought and preparation. For a description of the unique values and characteristics of each of the three discussion techniques, and the teacher's responsibilities in planning and conducting each, read the following information sheet:

GROUP DISCUSSIONS, PANEL DISCUSSIONS, AND SYMPOSIUMS

Whenever two or three people are gathered together, a discussion usually takes place. The people may discuss the prospects of the local pro football team in the upcoming season, the merits of various measures used to control inflation, the trends in behavior among young people, or any of a thousand other topics. The discussion may be based on accurate information and facts, or it may be based merely on personal opinion and emotion. People enjoy the stimulation of discussion and frequently find that discussion with friends changes their own attitudes or helps them solve a personal problem. Discussion is one method by which new ideas may be tested, and it is not too much to say that this process of interchange of ideas is basic to the democratic process.

Discussion is also used in the classroom. However, in the classroom, it needs to have much more definite aims and structure than does the discussion that takes place on the street corner or around the restaurant table. The guided classroom discussion is designed by the teacher to develop group understanding and agreement through talk and reflective thinking. Its aims are to stimulate thought and analysis, encourage interpretations of the facts, and develop new attitudes or change old ones. With good leadership, evidence on a crucial issue or problem is brought out, the evidence is evaluated by the group, and some general conclusions are reached.

Lectures are not discussions. Discussions also are not demonstrations, review sessions, question-and-answer periods, recitations, or the wandering conversations known as "bull sessions." While some of these methods are extremely valuable in teaching vocational subjects, they are most suitable for the presentation of information. Group discussion methods, however, involve the interchange of questions and ideas among the participants. While lecture and discussion both involve much talking, students participate much more extensively in the discussion. A lecture may be an efficient method of giving a cabinetmaking class information about American hardwood furniture lumbers. However, if the point of the lecture is for the class to develop ideas about how our dwindling lumber supplies may be conserved by industrial and governmental policies, a group discussion may be more appropriate.

An important value of class discussion is its potential for problem-solving. It is usually more valuable for students to work out problems and misunderstandings by themselves through discussion than it is for them to listen to a teacher present solutions through an illustrated talk. When the students do the talking and thinking, they are more

intellectually involved, and they feel that the material is more relevant to them.

A well-conducted discussion reveals a variety of viewpoints that students may not have realized existed. If the right environment is maintained, they may begin to gain a healthy respect for the positions of others. They may also begin to understand the weakness of an opinion that is not based on facts or accurate information. For example, an auto mechanics teacher may be conducting a class discussion on automotive safety. The student who is not prepared and speaks out loudly against the use of seat belts will probably find out how difficult that position is to sustain. This will be especially true if that student is confronted by other students who are prepared with data about the value of seat belts in reducing injury rates.

There are several important limitations to the discussion method that must be recognized by the vocational teacher if the method is to be used effectively. As mentioned previously, discussion is generally not the best technique for presenting information and facts. It is time consuming and may give an unbalanced presentation. Another weakness of the discussion method is that, like the lecture method, it involves more talk than action. Finally, a good discussion must be a very carefully planned learning event, not to be undertaken in an offhand or impulsive manner. If these limitations are understood and accepted, class discussion methods can lend a new dimension to learning and can provide variety in the vocational classroom.

Types of Discussion Techniques

There are three basic kinds of discussion techniques that can be profitably used in the vocational classroom. Each has unique characteristics and potential, yet all share some common values.

The **group discussion** involves the total class of students organized for the purpose of (1) sharing information concerning a specific topic, and (2) analyzing and evaluating that information in order to arrive at some general conclusions. Ideally, all class members actively participate in the group discussion. They participate either as a unit or divided into smaller groups, and usually the teacher is in charge.

A group discussion may have as its purpose to arrive at a definite decision or goal (e.g., "What kind of exhibit does our group want to have at the county fair?"). However, the purpose also may be simply to encourage the exchange of ideas without attempting to reach a decision (e.g., a discussion of the ethics problems of a nurse's aide).

A **panel discussion** is, essentially, a small group discussion overheard by an audience. The panel members (perhaps three or four in number) are seated before the class in a manner that allows them to talk with one another easily and, at the same time, be seen and heard by the class. A chairman presides to direct the discussion and equalize the participation.

A **symposium** is more formal and less spontaneous than a panel discussion. It is a presentation in which several speakers talk on various aspects of an issue or problem. At the conclusion of the talk, they usually respond to questions from each other and from the audience. An example might be that of a group composed of a shop owner, an electronics expert, and a consumer advocate speaking on the topic of improving service in the T.V. repair industry.

To a greater or lesser extent, each of these forms of discussion shares the same characteristics and values for education, but each has its own special effectiveness in a vocational classroom. The advantages and disadvantages of each of the three discussion techniques are given in the statements that follow.

The Group Discussion

Advantages:

- It involves the total class.
- The process is directed by a subject matter expert—the teacher.
- It gives the entire class an opportunity to check on the idea presented.
- It may stimulate critical thinking.
- It allows for arriving at group consensus.

Disadvantages:

- Discussion moves slowly; class may be sidetracked.
- Discussion may be dominated by a few talkers.

The Panel Discussion

Advantages:

- It provides for spontaneous interaction of participants and audience.
- It allows for both questions and answers.
- Fast moving questions and answers create class interest.
- Discussion can cover a great deal of ground under a skillful leader.

Disadvantages:

- It tends to present the topic in an unsystematic manner.
- It may be difficult to control time used by each panelist.
- Many questions can be left only partially answered.
- It requires panel members who are articulate and can think quickly.

The Symposium

Advantages:

- A variety of knowledge and experience can be presented.
- Changing speakers and breaking up the time helps hold attention of the class.
- It creates interest, especially if the topic is controversial.
- It encourages more class involvement than a lecture.

Disadvantages:

- It may not provide thorough coverage of the topic.
- It may consist only of opinions if participants are not well prepared.
- It can handle only one major issue.

Broadly speaking, then, the group discussion is best used when the whole class needs to be involved and when they have the information on which to base their discussion. The panel is very effective when there is a group of students who can prepare well for, and talk freely on, a topic of concern to the class. The symposium makes good use of experts to present varying views of a controversial subject. The wise vocational teacher will realize that because these techniques involve more talk than action, they cannot be used too frequently or they will lose their impact. However, every vocational education program has areas within it in which students should be given an opportunity to think critically and reach defensible conclusions. In the sections that follow, the teacher's responsibilities in planning for, conducting, and following through on these techniques are given in more detail.

The Teacher's Role in the Group Discussion

In a discussion involving the total group, the teacher's role is a crucial one. As the one who does the major share of the planning and preparation, and who usually leads the discussion, the teacher is the dominant and central figure. While students will contribute their information, the teacher is also the subject matter expert and the authority figure in this form of discussion. Thus, while a lively class discussion might appear open and free, almost casual, to an outside observer, the effective teacher has planned carefully for the event and is indirectly guiding the discussion. This is true whether the discussion involves the class as a whole, the class divided into smaller groups, or one small group supervised by the teacher while other students work independently.

The first responsibility of the teacher is that of guiding the group in selecting a topic for the discussion. The topic usually evolves from the ongoing work of the class. For example, when the agriculture class is studying the use of pesticides in controlling destructive insects, the discussion topic may emerge as "How should the farmer react to the proposed banning of certain pesticides for environmental and health reasons?" The class may also be motivated and prepared for a discussion because of some previous experience they had, such as a field trip in which they observed a new team-approach to auto assembly, or a film they viewed on working conditions in the mining industry. They may also be motivated because of a lecture they listened to on employment opportunities in the field, or a provocative magazine article they read on how modular house construction will change the carpentry trade in the future.

The teacher will have to guide topic selection, but the group should feel that they participated in the process, and that the topic is relevant to their needs and interests. Lack of group involvement explains why some topics brought up by the teacher fail to stimulate discussion. Questions that should be asked of the proposed topic include: Does the problem or topic affect many in the group? Will discussion of it be helpful to the group? Is it important? Is the group competent enough to deal with it, in terms of their experience, maturity, or the available resources?

In the planning and preparation stage, the teacher may need to orient students to the discussion technique in order to prepare them to use discussion time economically. This is especially true if the students' previous experience with "discussion" has been that of an uncontrolled venting of opinion. They will need to be encouraged or directed to do some reading or other research and to make note of possible questions prior to the discussion. The teacher also will need to be prepared with current information. If the class for bank tellers is going to discuss security problems, the teacher may find it necessary to learn about the latest security techniques before leading the class on the topic. During preparation, the teacher can also prepare a list of pertinent and leading questions, designed to help cover the necessary ground and stimulate thinking. Particularly helpful are questions that will help get the discussion going during what may otherwise be an awkward "warming-up" period.

The physical arrangement of the class for a discussion is far more important than it might at first appear. Attempting to hold a group discussion in a large shop with the students scattered around their work stations almost guarantees failure. Likewise, a classroom setting where students are seated in a series of straight rows makes it difficult for them to see and hear each other and inhibits communication. The teacher should plan the set-

ting for a close but informal grouping, with chairs in a semi-circle, in clusters, or around a large table or grouping of tables. The teacher-leader should be located near the apex of the u-shaped group, or wherever all students can see and hear him/her.

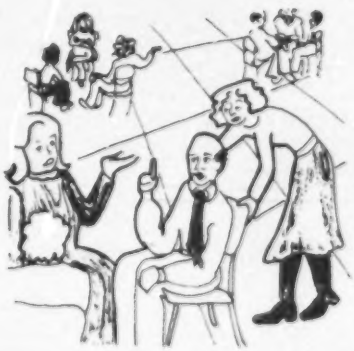
As the discussion begins, the teacher should lead off by introducing the topic to be discussed, the general limits of the topic, and the time schedule agreed on. The teacher should make the problem clear to all by stating it in specific and direct terms. For example, the teacher in the child care class would not announce the topic simply by saying "Today we are going to discuss lead poisoning," but perhaps by saying, "What is the scope of the problem of lead poisoning in children today, and what actions can be taken to control the problem?"

The teacher may formulate some leading questions while a student writes them on the chalkboard. Such questions might be: How serious is the problem of lead poisoning in children? Why are children more seriously affected than adults? What can the government do about the problem? What can the child care worker do? It will be necessary to allow some "warming-up" time, but as the group gains more experience in discussion, less teacher prompting will be needed. The teacher need not be afraid of some silence as students organize their thoughts, but dead stops in the discussion should be avoided by the use of stimulating questions.

As the discussion progresses, the teacher should attempt to establish a free and friendly atmosphere in which contributions can be made without fear, and all have an equal opportunity to participate. The teacher sets the friendly tone, gives consideration to all contributions, and guides the talk within the outlines of the problem. Each member is encouraged to contribute, with special attention being given to students who are timid or who have difficulty in expressing themselves in public. The extent of learning is closely related to the degree of student interaction and participation, and an atmosphere of friendly cooperation helps students learn to give and take and to respect honest differences. An adversary approach or one of aggressive competition is threatening to most students, so a discussion that takes such a turn loses all but the most self-confident and gifted students.

The skillful discussion leader develops an awareness of facial expressions and is sensitive to enthusiasm and to the attitudes of the group. Such a leader calls upon anyone who indicates interest nonverbally, but who does not volunteer, in order to provide the greatest possible degree of class involvement. The teacher may have to guide the remarks back to the problem as students wander off. If a genuine interest develops in an unanticipated direction, the teacher must decide whether to close it off or whether it is worth pursuing.

At this stage of the discussion, the teacher should be unobtrusively clarifying the problem, defining new terms, correcting any mistakes or misinterpretations, and helping students to organize and express their ideas. Additionally, the teacher should be stimulating students to reason out the problems, helping them to evaluate what they hear, and suggesting possible class activities as outgrowths of the talk. If several small group discussions are operating, the teacher can circulate quietly among the groups, guiding the discussions as he/she would with the total group. In addition, the teacher can make periodic summaries of the discussion, and



can formulate generalizations applicable to other situations. The teacher may also keep the thinking open by taking the weak side of a question, suggesting an opinion to arouse controversy, or acting as "the devil's advocate." In an office practice class discussion of pay and working conditions, for instance, the teacher may take the position that lower pay for women is justified because of their high turnover and the lesser demands made on them. The purpose of this controversial statement would be to force students to substantiate their contentions to the contrary.

All of this is done from the teacher's background of knowledge about the subject, but without attempting to force a personal position on the class and without imposing a predetermined solution to the problem. This kind of openness requires a leader who is free from a drive to dominate, who is personally secure and willing to be a follower sometimes, and who can restrain his/her own desire to talk.

Some situations may develop in the course of a class discussion that can be difficult to handle. The following list addresses some potential problems and suggests some possible solutions to these problems.

- **Everyone wants to talk at once, threatening general chaos.**—This is usually a sign of high interest and may be controlled by simply holding up a restraining hand, pointing to the next speaker, or acknowledging by a nod. Sometimes the class will need to be reminded of the rules of common courtesy, but scolding will completely destroy the friendly atmosphere required for good discussion.
- **No one wants to start talking at all.**—The teacher can usually solve this by asking a provocative question, or calling on a knowledgeable and articulate student.
- **One student may want to monopolize the discussion or shout down opposing views.**—A reminder that others deserve an equal opportunity to speak may be all that is necessary to control this. In a difficult case, the teacher can quite deliberately fail to recognize the offender.
- **Two students may really become angry with each other.**—Topics that involve emotional issues, such as personal freedom vs. loyalty to an employer; liberal vs. conservative farm policy, may cause stress. In this situation, the teacher must be very tactful—perhaps diverting the topic to a neutral point, ignoring the combatants, or making light of the problem with a bit of deft humor. As a last resort, the teacher can be arbitrary and quiet the speakers.

As the discussion draws to a close, the teacher will want to help the class come to some conclusions. Sometimes, when the problem is solved, the discussion may close itself. When there is nothing more that can be said, the teacher may close the discussion. When the discussion leads to several solutions (as might well happen if the class has been divided into small groups), the teacher may need to pull it together and help the class to come to some consensus or majority opinion. As a follow-through, the teacher can help students decide if further action should be taken on this subject: Does the class want to invite a speaker from industry to present that viewpoint? Do we need to change our plans for the course? Should the group get involved in a community project? Finally, the teacher may present an evaluation of the performance of the class in the discussion and suggest ways in which the next discussion session might be improved.

The Teacher's Role in the Panel Discussion

The panel discussion, like the total group discussion, involves people talking to each other, presenting their ideas, testing out these ideas, and perhaps coming to some general agreements. However, in a panel discussion, only a small group of people do the talking, while a larger group listens to what they have to say. The teacher-leader has less direct input and control of this situation, and more of the responsibility falls on the panel members.

In a panel discussion, a few students are selected to discuss specific aspects of the chosen topic. Each member comes well prepared to the panel discussion. The moderator (usually the teacher) introduces the subject and calls on one of the panel to lead off. Other panel members are free to react or ask questions. The moderator guides the direction of the discussion and finally summarizes the principle ideas presented.

Panel discussions allow the presentation of several views on a topic and stimulate the thinking of the audience. However, they are not good for presenting straight information. Problems best suited to the panel format are somewhat controversial in nature and are likely to have no single answer. They also should be definite and timely. A good panel discussion brings the opinions of a group of well-informed people to an interested audience in order to advance various points of view for consideration. A panel that just presents facts simply becomes a series of oral reports.

The techniques used by the teacher in a guided classroom discussion cannot be used in the same way with a panel discussion. In a group discussion, the preparation and direction is largely controlled by the teacher. In a panel discussion, a group of students plan, prepare, and control the event. The leader of a group discussion (teacher) is the dominant, central figure, but a panel moderator (teacher) may be the quietest member of the panel and does not take the role of the authority or expert.

As in other discussion techniques, the selection of the topic is very important. It frequently grows out of class activities, and it should be of immediate concern to students. The teacher can plan for some likely spots in his/her course when use of a panel discussion might be appropriate. The deciding interest, however, should be expressed by the students. The teacher can assist the class in refining the question or problem and can help decide when the issue should come before the class. The following questions illustrate the kinds of topics that are appropriate for panel discussions in vocational education areas:

- How do the Federal milk pricing policies affect the dairy industry and the consumer?
- What should be the goals of the new consumer movement in the United States?
- Are the new occupational safety and health codes beneficial to industry . . . ? the industrial worker . . . ? the general public?

In the final statement of the topic, the teacher should be sure that the question is not loaded. He/she should be sure that, indeed, there is room for real discussion and honest differences and that the outcome of the discussion is not predetermined.

The panel members can be students who have been chosen by the class to represent the varying points of view, or they may be chosen by the teacher for their particular ability to contribute. A typical panel may be composed of three or four, or as many as eight, members. It is most natural to choose students who are self-confident and articulate. The thoughtful teacher, however, should not forget to consider students who, while perhaps less able, nevertheless would personally benefit from the experience of having an equal voice in a class presentation. In some cases, the leader may be chosen by the group or the teacher, and would normally be the most able and tolerant person. In other cases, the teacher may well as-

sume the role of panel leader (also referred to as the moderator, or chairman). In this module, it is assumed that the teacher does retain that responsibility.

After the panelists have been selected, they can divide the broad topic into subtopics and select them according to personal interest. The broad topic of "How are the changing techniques of steel production going to affect the industry?" can be broken down into subtopics such as:

- What are the new technical processes being installed?
- How do those techniques change the outlook of the steel industry?
- Will foreign trade be influenced by the changes?
- What is the reaction of the steelworkers union?

Each student panel member is expected to prepare thoroughly on the subtopic chosen by him/her, and ideally, every panel member will do at least some preparation in all areas—at least enough to be able to ask questions of each other. The panel will probably need about a week's time to prepare, but the discussion itself should never be rehearsed.

The panel leader (in this case, the teacher) is the most important member of the panel. He or she directs preplanning activities, assists any member who is having trouble, and takes responsibility for the overall functioning of the group. A well-prepared leader builds a discussion outline—usually a series of questions concerning major issues. The questions may never be asked in exactly that form, but the leader can use them to help keep the discussion within the guidelines.

The teacher has the responsibility to oversee the panel members' preparation and performance. Each member needs to get an overview of the whole problem from readings, then study his/her own particular aspect of the problem (e.g., the present state of affairs, steps that might be taken, and the effects of such action). During the discussion, the members are exchanging ideas among themselves, but they are doing it for the benefit of the class, so they should partially face and talk to each other, and partially to the audience. Prepared speeches are not in order.

The effective panel member (aided by the teacher) will—

- make short contributions, not over one minute in length
- ask probing questions of the other panelists
- follow the discussion carefully, actually listening to what others have to say
- relate remarks to what already has been said
- use tact and a friendly approach, and avoid disparaging remarks

As the panel opens, the leader offers introductory remarks, states the problem, asks a question of a panel member, or challenges the group. Surprisingly perhaps, the effective leader usually is the quietest person on the panel. He/she gently steers the discussion, clarifies concepts, and allows the free flow of ideas. As in the group discussion, the leader may need to control the overly-talkative person, encourage the timid, keep the discussion reasonable and cool, and keep the talk on the topic. One of the more exacting responsibilities of the leader is to provide smooth transitions from one aspect of the problem to another. This can be done by a short summary of the discussion up to that point, and an equally short introduction to the next phase of the discussion. When the panel comes to a close, the leader makes a very brief summary of the discussion—a reminder of what the panel has said, and the points of agreement reached.

After the panel discussion, the leader may invite questions from the class, with a reminder that they are to be brief and to the point. The panel member most directly concerned will make a brief response. A suggested timing for the whole process might be as follows:

- 5 minutes for introductions and remarks
- 25 to 35 minutes for the panel
- 5 to 10 minutes for student questions
- 5 minutes for the teacher's critique of the panel process

It is often helpful for the teacher to follow through during the next class period with a review of the principles evolved through the discussion. It is at this time, also, that the teacher can give the class the benefit of his/her own ideas and understandings on the topic and can present his/her general expert conclusion.

The Teacher's Role in the Symposium

The symposium is far more formal and less spontaneous than the panel discussion. It consists of a group of brief speeches on various aspects of a particular issue, problem, or subject. Generally, there are from three to six speeches, each of five to twenty minutes in length. After the prepared speeches have been presented, the speakers may participate in a panel discussion, may question one another, or may respond to questions from the audience.

The participants in a symposium are usually selected for their special expertise on one or more phases of the topic. This would suggest that in a school setting the most successful symposiums are those in which outside speakers from industry, government, commerce, or professional groups are invited. Their unusual knowledge of the topic and, usually, their experience in appearing before audiences provides the event with special interest. It is possible, however, that carefully chosen and prepared students could fulfill the functions of symposium speakers.

The symposium may sometimes hold a good deal of drama if the experts challenge each other and engage in fast flowing probing and rebuttal. It is, of course, the quality of knowledge of the speakers that determines whether the symposium succeeds in presenting well-grounded views on the subject and in stimulating student thinking. A cosmetology class could benefit from a symposium on state examination and licensing procedures with a state examiner and an experienced cosmetologist as participants. An automobile dealership service manager, a company representative, and an experienced mechanic could speak on three aspects of handling customer complaints. An architect, a contractor, and a building inspector could explore the various aspects of building standards before an audience of architectural drafting students.

The teacher has the problem not only of helping the class refine the problem, but also of getting the speakers' consent to prepare and appear. Each speaker's time is valuable. In order to gain maximum benefit from the symposium, it would be helpful if all interested classes could be brought together at the same time for the symposium. Students can, of course, assist in all phases of the planning. They can help in locating suitable speakers, formally inviting them to participate, providing transportation or greeting them at the school, and thanking them at the close of the meeting. Ultimately, however, it is the teacher's responsibility to be sure that all of these arrangements have been handled satisfactorily.

The symposium is not difficult to conduct. The topic is announced briefly and stated clearly, the speakers are introduced and their special backgrounds noted, and the first speaker is called upon to begin his/her presentation. The chairman can make a short transitional statement as the second speaker is ready to be called upon. Because each speaker has been given a specified time for his/her presentation and is held responsible for presenting a particular aspect of the problem, the chairman does not direct the discussion or interject his/her own ideas. At the end of the formal speeches, the chairman may direct audience questions toward specific speakers for responses.

A following class period might be used for group discussion of what the class has learned from the symposium. This would also be the correct time for the teacher to present his/her own reactions and conclusions. As in any discussion technique, the teacher should help the class evaluate the experience they have just had, and suggest to the group how they can improve on the experience in future situations of this kind.

The following items check your comprehension of the material in the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14. Each of the eight items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. In which aspects of a vocational program might discussion techniques prove to be valuable and effective learning experiences, and in which aspects might they prove to be inefficient or ineffective?

2. If your class decided that it would be good to explore the topic, "Field trips that would help us understand working conditions in our area," which of the three discussion techniques would you plan to use? Explain your choice.

3. Give a specific example of a topic in your vocational service area in which the symposium technique would be most effective. Explain your reasoning.

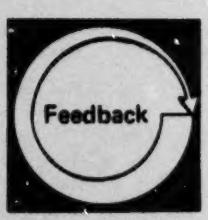
4. Describe your responsibilities as a teacher in the planning and preparation stage of a total group discussion.

5. As the teacher-leader, how would you handle a situation in a group discussion in which it becomes apparent that students are voicing strong opinions without any real basis of information or knowledge of the subject?

6. How can the teacher assist the class in taking a vague idea for a discussion topic and sharpening its focus?

7. After the discussion period has closed, what can the teacher do to help the class gain, to the maximum extent, from the learning experience they have just had?

8. Explain the bases on which members of the class might be chosen to participate as panelists in a panel discussion.



Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Discussion techniques are most valuable and suitable for those aspects of the vocational program in which there are problems to be solved or issues to be considered which can be viewed several different ways. Unresolved questions of values, ethics or human relations, or other aspects of the vocational field which are somewhat controversial are good topics for discussion. Technical matters may be topics for discussion if there are legitimate differences of opinion or if there are different technical solutions to be explored. Discussions are valuable tools for decision-making if the class is involved in the outcome and if the outcome is relevant to their interests.

   The discussion technique is not usually a good way to present straight information or technical facts, or to instruct in skills. It also should never be used if the teacher has a predetermined outcome or decision already in mind and simply wishes the class to believe they have come to their own decisions or discovered their own solutions.

2. This is a topic that calls for problem-solving and decision-making. Therefore, a total group discussion would best serve the purpose. It is not a broad issue or a controversial social question that would lend itself to a panel or symposium. Because everyone in the class is affected by the outcome, all should have an opportunity to participate in the discussion. The whole group can generate ideas, and the teacher can help the class reach a decision by clarifying the problems involved and asking probing questions about the opinions expressed.

3. While your response will be unique to your service area, your choice and the reasoning behind it should be based on the following:
   - The students' understanding of the topic will be benefited by hearing carefully presented expert opinion.
   - The topic is somewhat controversial and subject to differences of viewpoint and opinion.
   - The class will be stimulated by the give and take of the speakers.
   - Expert knowledge of this topic is more readily available in the form of good speakers than from the usual class information sources.
   - A symposium will add real variety to the routine of the program.

4. The teacher should guide the selection of the topic, then help the group to refine and limit the topic. It may be necessary to train or orient students to the discussion technique. The students will have to be encouraged or assigned to do reading or other preparation, and the teacher also will need to be sure his/her knowledge of the topic is refreshed and brought up to date. The teacher should prepare leading questions on various phases of the topic and should arrange for physical facilities that will encourage discussion.

5. Since opinion without a basis in fact and information produces a discussion without content, the discussion should not be allowed to proceed. The teacher may be tempted to furnish the students with information on the spot, but this should be resisted because it destroys the flow of discussion. It also removes the information-gathering responsibility from the students. Probably, the best course is to get the class to realize they need more information and to agree to resume the discussion when they have had the opportunity to strengthen their knowledge of the topic.

6. The teacher can help the class express their personal needs and interests as they relate to the topic and can point out aspects of the topic that may be relevant to them. As the topic is forming, the teacher can ask the class questions about it. For example: Is it important? Does it affect students in the class? Will a discussion help them clarify their thinking? What resources are available to help them prepare to discuss it intelligently?

7. In addition to summarizing the conclusions that can be drawn from the discussion, the teacher may be able to contribute his/her own thoughts, opinions, and conclusions based on his/her experience and expertise. To enable the class to learn to function well in a similar situation, the teacher can evaluate the performance of the group as a whole during the discussion, commend special aspects or individual contributions, and note ways in which discussions of this type can be improved.

8. Just about everyone in the class should be considered a candidate for the panel for various and different reasons. Some students might be valuable because of their fluency and poise. Some might contribute because they always make a thorough preparation or because they have special knowledge or experience. Some students may need to be given a chance to develop confidence in front of an audience and some might benefit from the strong peer demands put on them in this situation. In no case should a student be placed on a panel if it will expose him/her to public failure, ridicule, or unbearable stress.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Group Discussion, Panel Discussions, and Symposiums, pp. 6–14, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given a case study describing how a hypothetical teacher conducted a group discussion, critique the performance of that teacher.

You will be reading the Case Study, p. 22, and writing a critique of the performance of the teacher described.

You will be evaluating your competency in critiquing the Case Study by comparing your completed critique with the Model Critique, p. 23.

You may wish to view a locally-produced videotape of a teacher conducting a group discussion, and to critique that teacher's performance.

You may wish to participate in a group discussion with your peers, taking the role of discussion leader or member of the group.

If you participated in a discussion group, you may wish to evaluate the leader's performance, using the Group Discussion Checklist, pp. 25–26.

Read the following Case Study describing how Mr. Seriff, a vocational teacher, conducted a group discussion. As you read, consider (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated his responsibilities. After completing your reading, **critique in writing** Mr. Seriff's performance in conducting a group discussion.

CASE STUDY

The graphic arts students were skilled film watchers. They could tell from the narration that "The Life of Johannes Gutenberg Printer" was coming to a close. In the semi-darkened room they looked over at the projector to see how much film was left on the reel. They then glanced at the clock and did some quick mental calculations about how much time was left in the class period and what they would do with it. The teacher, Mr. Sam Seriff, did exactly the same thing. He decided that the remaining 20 minutes was too short for the students to get any lab work done, and too long for him to allow the students to simply sit around and wait for the bell. No problem, thought Mr. Seriff, we'll just have a class discussion about the film.

No novice at teaching, Mr. Seriff knew the film well from the scores of times he had seen it over the years. As the room lights went on he was ready to begin the discussion and had already formulated an interesting question for the class. "What was really revolutionary about Gutenberg's work? After all, printing was an ancient art." No one responded, so to get the discussion going he called on Jeffery Stone, knowing that Jeff would be able to give a good reply. After that he posed another question, this one specifically designed to arouse the anti-establishment students in the class. "We saw in the film how the invention of printing was severely suppressed. Are new inventions and ideas suppressed today, do you suppose?" A few students immediately responded. Opinions, answers, and rebuttals began to fly, and soon many of the group were involved in lively discussion and in loud expression of strong opinion. As questions came up, the teacher deftly bounced them back at the class for their response.

Mr. Seriff noticed suddenly, however, that Bud Owney was fast asleep in the back of the room. The warm darkness during the film had just been too much for him. In a flash the teacher strode over, shook Bud by the shoulder and delivered a devastating speech about the personal characteristics of students who sleep in class.

After that incident it took a few minutes to get the discussion going again, and just as things were beginning to move, the bell rang for the end of the period. A student's remarks were cut off in mid-sentence, and as the class filed out Mr. Seriff called out, "Don't forget that your ad layout is due tomorrow!"

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Sam Seriff's use of the group discussion was a mixture of both good and poor techniques. He did, indeed, use the experience of the classroom film around which to hold a discussion. In general, the topic, though vaguely defined, was relevant to the work and interests of the students. Mr. Seriff undoubtedly knew his subject and knew his class because he was able to think of good discussion questions quickly and get students to respond.

It is in the complete lack of planning, however, that the teacher made his biggest error. The idea for a class discussion was a last minute thought, the class was not prepared for it, and the timing was all wrong. Without time to prepare and without the teacher's direction, the students' contributions were probably mostly opinion and emotion, without a foundation of information. Because the time schedule was unplanned and uncontrolled, the discussion ended with a letdown instead of a conclusion.

Mr. Seriff also made some serious errors in conducting the group discussion. The strong disciplinary action effectively destroyed the atmosphere of friendly give and take that should prevail. The lack of a summation or conclusion, and the completely inappropriate end of the class were other mistakes. No doubt Mr. Seriff could have conducted a really thought-provoking discussion following the film if only he had carefully planned for the discussion before the students viewed the film.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14, or check with your resource person if necessary.

Your institution may have available videotapes showing examples of teachers conducting group discussions. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in conducting a group discussion, using the criteria provided in this module, or critique forms or checklists provided by your resource person.

For a practice experience in the instructional technique of the total class discussion, you may wish to be a participant in a discussion group. You may assume the role of the discussion leader, or you may be an actively participating member of the group. Either role will be an effective learning experience for you. One of the following groups may be used for this activity:

- a group of several of your peers who may also be working on this module
- a college class of which you are a member, and which uses a prepared group discussion technique
- a club or organization meeting in which you participate in a prepared group discussion as the leader or a member

You may wish to have the group discussion recorded on videotape for later review.

If you participated in a group discussion, you may wish to use the Group Discussion Checklist, pp. 25–26, to evaluate the leader's performance.

GROUP DISCUSSION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In planning for the group discussion, the leader:				
1. assisted the group in determining a topic of concern and interest to the group	☐	☐	☐	☐
2. guided the group in choosing a topic related to specified instructional objectives	☐	☐	☐	☐
3. encouraged the group to do independent study on the topic before the discussion	☐	☐	☐	☐
4. prepared leading questions to be asked during the discussion	☐	☐	☐	☐
5. prepared the physical setting for the discussion so that: a. all could readily see and hear	☐	☐	☐	☐
b. an informal and comfortable environment was provided	☐	☐	☐	☐
During the discussion period, the leader:				
6. introduced the topic	☐	☐	☐	☐
7. explained the purpose of the discussion	☐	☐	☐	☐
8. kept the discussion on the topic	☐	☐	☐	☐
9. attempted to maintain a balanced participation among the group members	☐	☐	☐	☐
10. refrained from taking a position or monopolizing the discussion	☐	☐	☐	☐
11. summarized the discussion periodically when needed	☐	☐	☐	☐

	N/A	No	Partial	Full
At the close of the discussion, the leader:				
12. brought the discussion to a conclusion	☐	☐	☐	☐
13. suggested courses of action or ways of using the insights gained from the discussion	☐	☐	☐	☐
14. evaluated the discussion with the group in terms of the group's performance during the learning experience	☐	☐	☐	☐

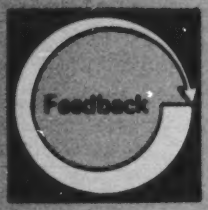
LEVEL OF PERFORMANCE: All items should receive FULL, or N/A responses. If any item received a NO, or PARTIAL response, you may wish to discuss this with the group, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

Given a case study describing how a hypothetical teacher [illegible]ed a panel discussion, critique the performance of that teacher.

You will be reading the Case Study, p. 28, and writing a critique of the performance of the teacher described.



You will be evaluating your competency in critiquing the Case Study by comparing your completed critique with the Model Critique, p. 29.

You may wish to view a locally-produced videotape of a teacher conducting a panel discussion, and to critique that teacher's performance.

You may wish to participate in a panel discussion with your peers, taking the role of panel moderator or panel member.

If you participated in a panel discussion, you may wish to evaluate the leader's performance, using the Panel Discussion Checklist, pp. 31–32.

Read the following Case Study describing how Miss Keys, a vocational teacher, planned for a panel discussion. As you read, consider (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated her responsibilities. After completing your reading, **critique in writing** Miss Keys' performance in planning for a panel discussion.

CASE STUDY

Late on a Friday afternoon Miss Keys was making out her lesson plans for the next week. She was a bit discouraged because her class in "Basic Computer Programming" was becoming somewhat dull and routine. The students were beginning to appear apathetic. What could be done to liven things up and get the class involved again? For a while she looked out the window of her quiet classroom; then she had an idea. Maybe this was the time to have a stimulating discussion of a controversial subject to get students thinking and talking. The topic should be one directly related to the program, she thought, and yet one that went beyond the technical subject matter to some social or unsolved problem. How about a discussion of computers and the invasion of privacy? That should stir up these young people. A student panel would be just the way to do it.

At the beginning of the class on Monday, Miss Keys announced that they would hold a panel discussion on Thursday and the topic would be "Computers: Friend or Foe?" At first the group didn't respond, but after some prodding from the teacher, a few students contributed a series of questions about the topic that the panel might consider: "How can the computer endanger personal privacy?" "Can a computer get out of control?" "How would a National Data Bank affect us?"

When the class had pretty clearly decided what seemed to be most interesting to them, Miss Keys chose the students who would be the panelists. David was really articulate, Joanne very bright, Willie argumentative and sharp, and Sue very perceptive. They would make a spirited panel.

Miss Keys suggested to the whole class that they do some reading, and mentioned recent articles in *The New Republic* and *Atlantic Monthly* that were on the topic. After class the panel members got together for some initial planning, and with a little encouragement from the teacher they defined the four main aspects of the subject. To save time, Miss Keys assigned the questions to each student, then told them where they could get information. Everything was now all set, and Miss Keys looked forward to a stimulating week of teaching.

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Miss Keys seems to be a thoughtful and hard-working teacher who plans carefully for her students. In this case, however, her planning is probably too thorough. Most good discussions, whether panel or other type, have a strong element of student involvement and student control. In planning for this panel discussion Miss Keys left out the students and made most of the important decisions herself. She decided on holding a discussion, on using the panel format, on the specific topic, on the student panelists, and on the individual assignments. This may be very efficient, but hardly encourages student contributions and enthusiasm. She didn't even leave them much time for preparation.

The teacher in her planning did, however, set the stage for a well-thought-out discussion session. She encouraged the class to read, and helped the panel to get started finding information. The class was guided into sharpening the focus of the topic, and the panel group itself was probably a very competent one. It is a pity, however, that other, perhaps less extroverted, types were not considered, or that the class could not have selected at least part of the panel. Because Miss Keys organized the panel discussion from her viewpoint as a teacher and did not involve the students deeply, she may find that the discussion is not as stimulating as it might have been.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14, or check with your resource person if necessary.

Your institution may have available videotapes showing examples of teachers conducting panel discussions. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in conducting a panel discussion, using the criteria provided in this module, or critique forms or checklists provided by your resource person.

For a practice experience in the instructional technique of the panel discussion, you may wish to be a participant in a panel. You may assume the role of the moderator (leader), or you may be a member of the panel. Either of these roles will be an effective learning experience for you. One of the following groups may be used for this activity:

- a group of your peers who may also be working on this module
- a college class of which you are a member
- a club or organization in which you are active

You may wish to have the panel discussion recorded on videotape for later review.

If you participated in a panel discussion, you may wish to use the Panel Discussion Checklist, pp. 31–32, to evaluate the leader's performance.

PANEL DISCUSSION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In planning the panel discussion, the leader:				
1. assisted the group in determining a topic of concern and interest to the group	☐	☐	☐	☐
2. guided the group in choosing a topic related to specified instructional objectives	☐	☐	☐	☐
3. prepared a list of questions for the panel members to consider	☐	☐	☐	☐
4. helped select three or four group members to serve on the panel	☐	☐	☐	☐
5. met with the panel members before the presentation	☐	☐	☐	☐
6. encouraged the group to do independent study on the topic before the presentation	☐	☐	☐	☐
In preparing the physical setting for the panel discussion, the leader:				
7. provided a comfortable setting for the panel in which they could easily see and hear each other	☐	☐	☐	☐
8. arranged for the audience to be able to see and hear the panel	☐	☐	☐	☐
During the panel discussion, the leader:				
9. introduced the topic for discussion	☐	☐	☐	☐
10. introduced the panel members	☐	☐	☐	☐
11. asked questions of the panel members	☐	☐	☐	☐
12. attempted to maintain a balanced participation among the panel members	☐	☐	☐	☐
13. clarified the issues when necessary	☐	☐	☐	☐
14. summarized the major contributions of the panel members	☐	☐	☐	☐

	N/A	No	Partial	Full
At the close of the panel, the leader:				
15. suggested ways of using the conclusions and information from the discussion	☐	☐	☐	☐
16. evaluated the discussion with the group in terms of the group's performance in the learning experience	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items should receive FULL, or N/A responses. if any item receives a NO, or PARTIAL response, you may wish to discuss this with the group, or check with your resource person if necessary.

Learning Experience IV

OVERVIEW

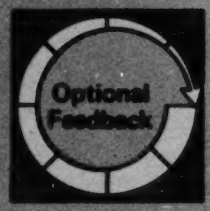
Given a case study describing how a hypothetical teacher conducted a symposium, critique the performance of that teacher.

You will be reading the Case Study, p. 34, and writing a critique of the performance of the teacher described.

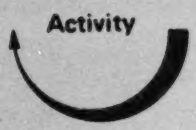
You will be evaluating your competency in critiquing the Case Study by comparing your completed critique with the Model Critique, p. 35.

You may wish to view a locally-produced videotape of a teacher conducting a symposium, and to critique that teacher's performance.

You may wish to participate in a symposium with your peers, taking the role of the chairman or a symposium speaker.



If you participated in a symposium, you may wish to evaluate the leader's performance, using the Symposium Checklist, p. 37.



Read the following Case Study describing how Mr. Knurling, a vocational teacher, conducted a symposium. As you read, consider (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated his responsibilities. After completing your reading, **critique in writing** Mr. Knurling's performance in conducting a symposium.

CASE STUDY

Mr. Knurling, teacher of machine shop and faculty-advisor to the Vocational Industrial Club, was very satisfied with himself and with his group. This monthly meeting is an interesting one, he thought, and he and his students had worked hard to make it so. The symposium on the need for continuing education for tradesmen and technicians was proceeding nicely, with the final speaker giving his remarks.

The executive from the electronics plant had talked about the rapid changes in technology. The woman from the government employment service had presented a picture of manpower needs in the future, and the community college representative had described the many advanced courses his school offered. All the speakers had held the attention of the group. Because they had been carefully assigned a topic and a time allocation, the meeting was right on schedule.

As the last speaker finished, Mr. Knurling got up to direct the final part of the symposium session. First, he gave a brief summary of each speaker's main points; then, he decided to add a few remarks of his own. Because he thought some aspects of the subject hadn't been emphasized enough, he repeated them. He also brought in a few last minute thoughts. This took almost ten minutes, so Mr. Knurling told the group there wouldn't be time for questions from the floor. He was sorry that the time had run out because he could see that a few students were sitting on the edges of their chairs waiting for a chance to speak. The executive, too, obviously didn't agree with something the government woman had said, but Mr. Knurling didn't want to let that get started.

With that, Mr. Knurling thanked the speakers, and as the three people left the room, he turned the meeting over to the student president for the regular business session. Mr. Knurling felt good that everything had been well run and that the symposium had come off smoothly with no hitches, no arguments, and no students asking embarrassing or foolish questions.

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Knurling, in his desire to have everything run smoothly, forgot one of the basic values of the symposium. That is, the symposium is a forum in which controversial issues can be aired, different viewpoints explored, and free expression permitted. The club advisor helped choose a rather bland topic, and even then did not give the speakers a chance to question each other or allow the students an opportunity to question the speakers.

Mr. Knurling couldn't resist making a little impromptu speech of his own, even though this is not the function of the symposium moderator, and it probably made only a small contribution to the discussion. This took time that could better have been spent on a question-and-answer period. Students will never learn to formulate thoughtful and penetrating questions unless they have a chance to try it.

The choice of speakers appeared to be good, and providing them with a definite topic and a time frame in which to speak helped keep the whole symposium on track. We can only hope that these people who contributed some of their valuable time to prepare and present their remarks were satisfied with the reception they got in the symposium. We hope that Mr. Knurling made sure they were sent a formal letter of thanks afterwards.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Group Discussions, Panel Discussions, and Symposiums, pp. 6–14, or check with your resource person if necessary.

Your institution may have available videotapes showing examples of teachers conducting symposiums. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in conducting a symposium, using the criteria provided in this module, or critique forms or checklists provided by your resource person.

For a practice experience in the instructional technique of the symposium, you may wish to be a participant in a symposium discussion. You may assume the role of the chairman (leader), or you may be a symposium speaker. Either of these roles will be an effective learning experience for you. One of the following groups may be used for this activity:

- a group of your peers who may also be working on this module
- a college class of which you are a member
- a club or organization in which you are active

You may wish to have the symposium recorded on videotape for later review.

If you participated in a symposium, you may wish to use the Symposium Checklist, p. 37, to evaluate the leader's performance.

SYMPOSIUM CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In planning the symposium, the leader:				
1. assisted the group in determining an issue or problem for discussion	☐	☐	☐	☐
2. determined various aspects of the problem	☐	☐	☐	☐
3. encouraged the group to do independent study on the topic before the symposium	☐	☐	☐	☐
4. helped select the speakers for the symposium	☐	☐	☐	☐
5. asked each speaker to prepare a brief speech on the aspect of the issue assigned to him/her	☐	☐	☐	☐
6. met with symposium speakers to discuss the procedure to be followed	☐	☐	☐	☐
7. prepared the physical setting for the symposium so that the audience could comfortably see and hear the speakers	☐	☐	☐	☐
During the symposium, the leader:				
8. introduced the symposium topic	☐	☐	☐	☐
9. introduced each aspect of the symposium topic in turn	☐	☐	☐	☐
10. introduced each speaker in turn	☐	☐	☐	☐
11. summarized the main points of the speeches	☐	☐	☐	☐
At the close of the symposium, the leader:				
12. suggested ways of using the information and insights gained in the symposium	☐	☐	☐	☐
13. evaluated, as appropriate, the symposium experience and the performance of the group	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items should receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, you may wish to discuss this with the group, or check with your resource person if necessary.

NOTES

Learning Experience V

FINAL EXPERIENCE

In an actual school situation,* conduct a group discussion, panel discussion, and symposium.

As you plan your lessons, decide when a group discussion, panel discussion, and symposium could be used effectively to aid in meeting the lesson objectives. Based on those decisions, conduct a group discussion, panel discussion, and symposium. This will include—

- selecting, modifying, or developing lesson plans which include each of these techniques
- selecting appropriate discussion topics
- preparing questions in advance
- selecting panel members or speakers where appropriate
- arranging the setting
- guiding each discussion as needed
- summarizing and evaluating the activity

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., four to six weeks). You will probably not want to attempt all three discussion techniques in the same lesson.

As you plan for each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written lesson plans to him/her for evaluation before you present your lessons. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person review your documentation and observe your performance in conducting a group discussion, panel discussion, and symposium.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 41–43.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in conducting a group discussion, a panel discussion, and a symposium.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Conduct Group Discussions, Panel Discussions, and Symposiums (C-2)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In planning for the group discussion, the teacher:						
1. assisted the group in determining a topic of concern and interest to the group	☐	☐	☐	☐	☐	☐
2. guided the group in choosing a topic related to specified instructional objectives	☐	☐	☐	☐	☐	☐
3. encouraged the group to do independent study on the topic before the discussion	☐	☐	☐	☐	☐	☐
4. prepared leading questions to be asked during the discussion	☐	☐	☐	☐	☐	☐
5. prepared the physical setting for the discussion so that: a. all could readily see and hear	☐	☐	☐	☐	☐	☐
b. an informal and comfortable environment was provided	☐	☐	☐	☐	☐	☐
During the discussion period, the teacher:						
6. introduced the topic	☐	☐	☐	☐	☐	☐
7. explained the purpose of the discussion	☐	☐	☐	☐	☐	☐
8. kept the discussion on the topic	☐	☐	☐	☐	☐	☐
9. attempted to maintain a balanced participation among the group members	☐	☐	☐	☐	☐	☐
10. refrained from taking a position or monopolizing the discussion	☐	☐	☐	☐	☐	☐
11. summarized the discussion periodically when needed	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
At the close of the discussion, the teacher:						
12. brought the discussion to a conclusion	☐	☐	☐	☐	☐	☐
13. suggested courses of action or ways of using the insights gained from the discussion	☐	☐	☐	☐	☐	☐
14. evaluated the discussion with the group in terms of the group's performance during the learning experience	☐	☐	☐	☐	☐	☐
The Panel Discussion						
In planning the panel discussion, the teacher:						
15. assisted the group in determining a topic of concern and interest to the group	☐	☐	☐	☐	☐	☐
16. guided the group in choosing a topic related to specified instructional objectives	☐	☐	☐	☐	☐	☐
17. prepared a list of questions for the panel members to consider	☐	☐	☐	☐	☐	☐
18. helped select three or four group members to serve on the panel	☐	☐	☐	☐	☐	☐
19. met with the panel members before the presentation	☐	☐	☐	☐	☐	☐
20. encouraged the group to do independent study on the topic before the presentation	☐	☐	☐	☐	☐	☐
In preparing the physical setting for the panel discussion, the teacher:						
21. provided a comfortable setting for the panel in which they could easily see and hear each other	☐	☐	☐	☐	☐	☐
22. arranged for the audience to be able to see and hear the panel	☐	☐	☐	☐	☐	☐
During the panel discussion, the teacher:						
23. introduced the topic for discussion	☐	☐	☐	☐	☐	☐
24. introduced the panel members	☐	☐	☐	☐	☐	☐
25. asked questions of the panel members	☐	☐	☐	☐	☐	☐
26. attempted to maintain a balanced participation among the panel members	☐	☐	☐	☐	☐	☐
27. clarified the issues when necessary	☐	☐	☐	☐	☐	☐
28. summarized the major contributions of the panel members	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
At the close of the panel, the teacher:						
29. suggested ways of using the conclusions and information from the discussion	☐	☐	☐	☐	☐	☐
30. evaluated the discussion with the group in terms of the group's performance in the learning experience	☐	☐	☐	☐	☐	☐
In planning the symposium, the teacher:						
31. assisted the group in determining an issue or problem for discussion	☐	☐	☐	☐	☐	☐
32. determined various aspects of the problem	☐	☐	☐	☐	☐	☐
33. encouraged the group to do independent study on the topic before the symposium	☐	☐	☐	☐	☐	☐
34. helped select the speakers for the symposium	☐	☐	☐	☐	☐	☐
35. asked each speaker to prepare a brief speech on the aspect of the issue assigned to him/her	☐	☐	☐	☐	☐	☐
36. met with symposium speakers to discuss the procedure to be followed	☐	☐	☐	☐	☐	☐
37. prepared the physical setting for the symposium so that the audience could comfortably see and hear the speakers	☐	☐	☐	☐	☐	☐
During the symposium, the teacher:						
38. introduced the symposium topic	☐	☐	☐	☐	☐	☐
39. introduced each aspect of the symposium topic in turn	☐	☐	☐	☐	☐	☐
40. introduced each speaker in turn	☐	☐	☐	☐	☐	☐
41. summarized the main points of the speeches	☐	☐	☐	☐	☐	☐
At the close of the symposium, the teacher:						
42. suggested ways of using the information and insights gained in the symposium	☐	☐	☐	☐	☐	☐
43. evaluated, as appropriate, the symposium experience and the performance of the group	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and the resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM

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